Tennessee Tech University  
**Lesson Plan Template**

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| Name:Jessica Forgety | Date: 4/10/13 |
| Lesson Title: Ocean Understanding and Comprehension with There was an Old Lady who Swallowed a Shell by Lucille Colandro  Estimated Duration: 40 Minutes  Where in the Unit does this lesson occur? *(Check One) \_\_Beginning \_x\_Middle \_\_\_End* | Grade/Level: Kindergarten  Number of Students: 20  Structure(s) of grouping for the lesson:  *(Check any that apply)*  *Whole Class \_\_x\_\_\_*  *Small Group \_\_x\_\_\_*  *One-to-one \_\_\_\_\_*  *Other (specify) \_\_\_\_\_\_* |
| **SECTION 1: PLANNING** |  |  |
| **Curriculum Standards** | **Central Focus Question/Big Idea/Goal** | **Rationale/Theoretical Reasoning** |
| *State Curriculum Standards* (Include the number and text of the standard. If only a portion is being addressed, then only list the relevant parts).  [CCSS.ELA-Literacy.RL.K.3](http://www.corestandards.org/ELA-Literacy/RL/K/3/) With prompting and support, identify characters, settings, and major events in a story.  [CCSS.ELA-Literacy.RL.K.1](http://www.corestandards.org/ELA-Literacy/RL/K/1/) With prompting and support, ask and answer questions about key details in a text. | *What question(s), big idea(s), and/or goals drive your instruction?*  Knowledge, comprehension, synthesis, analysis, application, and evaluation of text. | *(Why this lesson at this time; how does it connect to previous or succeeding lessons?)*  **Bloom's Taxonomy** is a classification of [learning objectives](http://www.ask.com/wiki/Educational_aims_and_objectives?qsrc=3044) within education proposed in 1956 by a committee of educators chaired by [Benjamin Bloom](http://www.ask.com/wiki/Benjamin_Bloom?qsrc=3044) who also edited the first volume of the standard text, *Taxonomy of educational objectives: the classification of educational goals*[[1]](http://www.ask.com/wiki/Bloom's_Taxonomy?o=2801&qsrc=999#cite_note-Bloom1-1) (1956).  Knowing what character, setting, and major events make up a story helps students to navigate text and create their own meaningful text.  Through answering questions, the students will describe the story and its elements.  Any misconceptions about academic language will be addressed verbally during reading of the text and group discussion.  Hearing, analyzing, and using the language fluently will help lock this vocabulary in student’s long term memory.  The students are currently working on using complete sentences. In this task, they will be required to respond with complete thoughts. Without a complete thought, it is not known whether or not the student has met the objectives for this task.  The students are currently doing ocean themed assignments. Much of the academic language will be familiar to them, but new words will be explained. If the students wish to see a picture (that is not available in the book), the teacher will show the image to the students before the day is out, on the white board.  Scaffolding takes place in the task. The teacher will help the students in answering the first question, if they are having difficulty. The teacher will gradually release responsibility to the students.  By responding to questions in a group (community) in relation to the text, the students will gain motive and meaning (Vygotsky, Active Learning Theory).  The students will be allowed to share ideas with others at their tables. This will help stimulate internalization and externalization of the objectives. (Activity Theory, Luria) |
| **Lesson Objective(s): *Remember: OBJECTIVES ARE MEASUREABLE*** | |
| * Students will be able to answer questions about the text. * Students will be able to describe the story in detail, recalling main events, characters, and setting. | |
| **Prior Knowledge and Conceptions:**  (*What knowledge, skills, and/or academic language must students already know to be successful with this lesson?)* | |
| Prior Academic Language:   * Ocean * Character * Shell * Crab * Fish * Swallowed * Scooped * Sand * Wave * Burped * Built * Sand Castle | |
| **Academic Language Demands:**  *(Identify academic language – particular words/ phrases that are essential to understanding the content of this lesson.)* | |
| * Gull * Dull * Pail * Wail * Bland * Hassle * Setting * Sea Horse | |
| **Academic Language Functions:**  *(What opportunities will you provide for students to practice content language/ vocabulary and develop fluency?)* | |
| The teacher will post some of the commonly used nouns from the book on the wall. The teacher will explain the meanings of the new academic language demands as she reads through the book. Through discussion the students will use the academic language to answer probing question and discuss ideas from the book. | |
| **SECTION 2: ASSESSMENT AND EVALUATION** | |
| **Evidence and Assessment of Student Learning:**  *(How will you know and document the extent to which students make progress towards or meet your goal(s)?)* | |
| The teacher will observe for understanding of the conceptions of each taxonomy based question, and for knowledge of text detail during the interactive discussion. The students will be answering some questions in their journals. The teacher will grade their journal entries. | |
| **Expectations for Student Learning:**  *1) What are your expectations for performance?*  *Specifically, describe expectations for each of the following types of performance.*  ***Exceeds Expectations:***  ***Meets Expectations:***  ***Below Expectations:***  *2) Formative Assessment (Informal): How will students demonstrate understanding of lesson objective(s)?     How will you monitor and/or give feedback? How/when will students get a change to use the feedback?*  *3) Summative Assessment (Formal): What evidence will you collect and how will it document student      learning/mastery of lesson objective(s)?* | |
| Formative assessment will be through observation during interactive group discussion.  Summative assessments will be performed in student’s journals by answering three text based questions. Performance will be graded as follows:  Exceeds Expectations: The student answered all three questions completely.  Meets Expectations: The student answered all of the questions but left out 2-3 details of their answers, or did not comprehend one or more questions, but attempted to answer the question. The student drew or did not use complete sentences on one question.  Below Expectations: The student did not attempt to answer one of the questions. The student did not provide any details for any question (cannot determine comprehension), the student did not use complete sentences or did not attempt a sentence (drew only) on two or more questions. | |
| **SECTION 3: INSTRUCTION *(How will you support students to meet your goals?)*** | |
| **Launch / Hook / Set / Motivator:**  (*How will you get the lesson started? How will you engage student interest in the content of the lesson? Use knowledge of students’ academic, social, and cultural characteristics. Relate lesson to previous/prior learning. What questions, texts, inquiry, modeling, and/or other techniques will you use to engage students?* ***I CAN Statement.*** | |
| The teacher will remind the students of the book, The Little Old Lady Who Swallowed a Fly. The teacher will reiterate that this week is ocean week, and the little old lady had just so happened to go to the beach. She read the book to the students, explaining new academic language as she reads. | |
| **Explore: Instructional Procedures/ Learning Tasks:**   1. *Provide specific details of lesson content and delivery.* 2. *Provide/list questions and/or activities for higher-order thinking: These CANNOT be answered YES/NO.*   *(How will students engage with ideas/texts to develop understandings; what questions will you ask; how will you promote question generations/discussion; how will you address the academic language demands; detail your plan. Note: For math lesson plans, please write or attach every task/problem students will solve during the lesson.)* | |
| The students will be seated on the carpet. After hearing the story once, the teacher will ask the first question:  **Question 1 (Knowledge):** Who is the main character in the story? Who is the story mostly about? Who are the other characters in the story? Which character is always with the old woman? How do you know?  After the question has been answered as a group, the teacher will read again. She will advise the class to listen carefully for the answers to the questions she just asked to make sure we answered them correctly.  The teacher will then ask the second question:  **Question 2 (Comprehension):** What was the big thing that the entire story was about? How do you know?  And then ask the class the third question while referring back to the book:  **Question 3 (Comprehension and Synthesis):** Can you explain what is happening on page 3? On page 4? On page 6? How does the woman get all the ocean objects out of her stomach? If she had not swallowed the wave, what might she have eaten after the sand?  The teacher will discuss the student’s answers with them, then ask the students to return to their tables and take out their big journals. The teacher will refer the students to the academic language chart for help with spelling. The students will be asked to answer three questions. After the teacher asks each question, the students will have the opportunity to write their answers in their journals. They will be allowed to discuss their ideas with their neighbors. | |
| **Closure: How will you bring closure to the lesson?**  *(Verbalize or demonstrate learning or skill one more time. May state future learning.)* | |
| The teacher will chose three students, at random, to share their responses to one of the three questions they answered in their journals. | |
| **Differentiation / Extension**  (*How will you provide successful access to the key concepts by all of the students at their ability levels?)* | |
| Special needs students will be engaged through group discussion and guidance during the task. They will be allowed to explain what their responses verbally during conference in the event that their writing is illegible, or their thoughts in writing are not complete. The gifted students will have the opportunity to get deeper into synthesis and analysis in their responses. The teacher will chose at least one of these students to share their response at the close of the lesson. | |
| **What Ifs:** (*Be proactive: Consider what might not go as planned with the lesson; what will you do about it?)* | |
| If the students are not finished on time, they will continue responding to the questions during their afternoon language arts session. The lesson would also conclude with sharing at that time. If the students finish early, more than three students will be asked to share their responses. | |
| **Resources and Materials:** *(What do you need for this lesson?)* | |
| There was an Old Lady Who Swallowed a Shell By Lucille Colandro  Text references to ideas from the story, and academic language to help with responses.  Journals/Pencils | |
| **4. REFLECTION / FUTURE MODIFICATION:**  ***a. What is working? What is not? For whom? Why? (Consider teaching and student learning***            ***with respect to both content and academic language development,) What did you about your            students as learners? What have you learned about yourself as a teacher?***  ***b. How does this reflection inform you what you plan to do in the next lesson? (NEXT STEPS)*** | |
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Student Teacher Signature/Date Supervisor/Date